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AUTHOR Wasserwald, Lee
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ABSTRACT

The paper describes a program in which 11 dyslexic students (grades 7-8) participated in exercises designed to return the brain to its intended wholeness of function. Students were asked to contract certain specified major muscles while performing a speaking or reading task. Corrective exercises were then performed to use both brain hemispheres. Parents were asked to supervise exercises at home. Results suggested that eight Ss showed significant growth in one to six of the testing areas (including academic changes, parental observation of change, oral reading, and information retention). (CL)

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DE-FUSING

DYSLEXIA

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LEE WASSERWALD
SPECIAL CLASS TEACHER
SIERRA VISTA JR. HIGH SCHOOL
JUNE 28, 1985

EC 181397

PREFACE

Special Education students in a special class assignment enter the program already three to seven years behind their grade level. Generally, these students have been in Special Education for several years. Usually, most display atitudes towards school ranging from boredom to disgust.

The De-fusing Dyslexia Project was an experiment to determine if muscle testing and the ensuing corrections from the specific problem would have a positive effect towards student learning, motivation, and academic performance. Also, as a corollary to these positive results, it was hoped that students' attitudes towards school and learning as well as behavior would improve.

There was a total of eleven students permitted to participate in the project by their parents. This was an optimum number since sessions at the project's incipiency were longer with each student than anticipated. This was especially true for the teacher as a beginning evaluator. Also the pre and post testing was done only twice, once before any session was undertaken and, secondly, after the entire project had ended.

Each evaluative session was done in the class while the usual work routine was happening. A consultant, Gordon Stokes of Three in One Concepts and the teacher each worked with one student while the other students did their classroom assignments. This "business as usual" attitude allowed the sessions to blend with the other work. The usual sessions became "usual" within the Monday morning schedule.

Parents monitored the corrections or homework exercises at home. Each night the parents signed a sheet given on Monday indicating completion of the exercises. The students brought the sheet to school so the teacher could verify the homework. The sheets were collected on Friday. Homework done over the weekend was verified by a note from the parents.

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Of the eleven students in the project nine, being in the teacher's class were monitored in this way. One student's verification was verbal with phone contact being the check. The eleventh student's parents did not monitor him consistently, i.e., they accepted his word that he did the exercises. They fully acknowledged that he had lied before and quite possibly was lying to them about the exercises. However they chose to maintain the status quo instead of changing the monitoring.

Six sections were chosen to be analyzed: academic pre and post testing which involved such tests as the Wrat spelling, reading, and math tests and the Nelson paragraph comprehension test, parental observations of any changes in their child (behavioral, academic or affective), the Slosson Perceptual Drawing Test, an oral reading comparison, recorded on tape, written language

comparison, and information retention or comprehension part. Defining significant as anything above a year's growth, eight of the eleven students showed significant growth in one to six of ~~the~~ testing areas. The growth ranged from an increase of 1.2 years in one student to 3.2 in another. Three of the students showed no significant change, one of them being the inconsistently monitored person. No student tested a negative significant change.

Parental observations were solicitated according to the following directions given by the teacher halfway through the project:

"Please note any changes, positive or negative, big or small, which you've seen in your child since the project began. The changes may be anything. Please respond towards the second week of June 11." Also, the two main teachers of the two students not in my class stated their observations.

Four of the parents responded by telephone contact; the others via notes or letters. Of the eleven responses seven were extremely positive and one slightly positive in noting changes in the children. Even more impressive was the pattern of similar words used in the letters i.e., "clamer, less complaining, more responsible, and more assured and self-conficent."

Three students were observed by the parents to have changed little. Two of the students were in other classes-one of them being the inconsistently monitored person. Teachers of these students observed them to be more willing to work independently and participate in class. The parents of the other child felt-that the student's tendency to bang into objects had increased.

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The Slossom Perceptual Drawing Test showed no pattern among the students. Overall six students did better, five did not. However, most scores were insignificantly positive or negative.

These scores have been categorized in two ways: the change in the number of mistakes and that change in a percentage.

"+" or "-" 1-2 mistakes; 4 students

"+" or "-" 3-4 mistakes; 4 students

5-6 mistakes; 1 student

7-8 mistakes; 2 students

"+" or "-" 0-10 %; 3 students

10-20 %; 4 students

30-40 %; 1 student

40-50 %; 2 students

100 %; 1 student

The rate of the test, since the test was to be without a time limit, was discarded.

The oral reading samples were recorded, then analyzed according to the number of pauses or mistakes on the recording as well as the impressions of the evaluator. Five students showed positive significant results while four had no

significant change although the evaluator felt that one student's enunciation and expression had positively changed.

The writing and comprehension section of the recorded reading were analyzed in a subjective mode based on two perspectives; immediate impressions of the writing samples and estimated change from the pre to the post sample. The comprehension part was judged by the number of accurate facts from the reading, either through complete sentences or increasing sentence complexity.

From a first impression six students improved in some aspect of the clarity of the space, slant, size, or shape of the writing. The letters were either larger, clearer or stronger. The writing of four indicated no appreciable change while one showed less clarity. Approximate percentages of

change in the areas ranged from 10-20 % for most of the students while two students indicated changes of 50 % or more.

In the area of comprehension, eight of the eleven students stated one more accurate fact in the past reading of a different book at their reading level. The three others remained the same.

On the next page(s) is a chart with the information categorized.

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	ACADEMIC: Wrat (Math, spelling or word recognition. Yr. Mo.	ACADEMIC: Nelson Comprehension. Yr. Mo.	PARENTAL OBSERVATIONS	SLOSSON PERCEPTUAL DRAWING TEST	ORAL READING	WRITING SAMPLE: SPACING, SIZE, SHAPE AND SLANT INFORMATION RETENTION	INFORMATION RETENTION Bits based on # of complete sentences or sentence complexity.	COMMENTS
Student 1 7th Grade Age 13 Male	+1.5	+3.2	No sig. change, although parents feel his tendency to bump into things has slightly increased.		No data. Tape was lost.	No sig. change.	No sig. change.	
Student 2 7th grade Age 13 Female		+1.4	Calmest they have seen her. More agreeable, responsible and confident.	No sig. change. 3 less mistakes. 10% change.	No sig. change. 0 change in mistakes.	No sig. change	+ sig. change. 1 bit.	
Student 3 7th Grade Age 13 Male	No sig. change.		No sig. change.	No sig. change. 1 more mistake. 4% change.	+40%. 4 less mistakes. More flow.	+ change. Size and spacing 50-100% improved.	+ sig. change. 1 bit.	Teacher felt he was more independent. Inconsistently monitored by parent.
Student 4 7th Grade Age 13	+1.2		Calmer. Slightly more responsible and more volatile.	Negative (-). Sig. change. 6 more mistakes. 120% change.	No sig. change. 1 more mistake. -16%.	No sig. change.	No sig. change.	
Student 5 8th grade Age 14 Male	(Brigance sentence writing) +2 years.	>2.5	Less complaining. Less anger. Less need for help on homework. More motivated and determined to finish projects.	Positive (+) sig. change. 8 less mistakes. 50% change.	+67%. 2 less mistakes, more rhythmical and flowing smoother.	+ change. >20% in the shape of the letters.	+ sig. change. 1 bit.	Student said thoughts were clearer. Felt less worried, much smarter and more even tempered.
Student 6 7th grade Age 13 Male	+1.3		Writes more complicated answers without complaining. Handles schoolwork more easily. Reading and spelling easier for him. Math noticeably improved.	+ sig. change. > less mistakes. +33% change.	+25%. 2 less mistakes. More fluent, clearer, louder and stronger.	No sig. change.	+ sig. change. 1 bit.	
Student 7 8th grade Age 15 Male	No sig. change.		More patience, more respect for others, more responsible with a greater self-concept.	No sig. change. 2 more mistakes. -10% change.	No sig. change. 1 more mistake. -11%.	No sig. change.	+ sig. change. 1 bit	Student said some feeling (sensation) returned to an injured left hand. Felt perceptual reach for objects better.
Student 8 8th grade Age 14 Male		+ 3.0	Calmer, more peaceful.	No sig. change. 2 more mistakes. -14% change.	+27%. 3 less mistakes. More expressive, less slurring.	No sig. change.	+ sig. change. 1 bit.	Student said he felt clearer.
Student 9 7th grade Age 13 Male		+ 1.5	More successful with schoolwork. Development of a sense of humor. More responsible and helpful. More assured with himself.	No sig. change. 4 more mistakes. -16% change.	+56%. 4 less mistakes. Clearer, stronger, more rhythmical.	+ change. 50-100% change in size and spacing.	+ sig. change. 1 bit.	Student said he was reading more.
Student 10 8th grade Age 14 Male		+ 1.5	No sig. change.	No sig. change. 4 less mistakes. +17 change.	-22%. 2 more mistakes. Tired, breathy and more hesitant.	No sig. change.	+ sig. change. 2 bits.	Teacher felt he participated in class more and was more willing to work independently.
Student 11 8th grade. Age 14 Male	No sig. change.		Improved attitudes in reading, math, school and general schoolwork. Improved attitudes in self-confidence.	+ sig. change. 4 less mistakes. +50% change.	No sig. change. 0 change in mistakes. Felt enunciation stronger and voice more expressive.	No sig. change.	No sig. change.	

NOTE:

Significant = >20% change or > 1 years growth
+ = positive
- = negative

Of the six categories 2 students improved significantly in one category, 4 students in two divisions, one student in three aspects, one person in four categories and two students in five categories and one in all six.

In another perspective, 72 to 73% the students improved significantly in three divisions 50% in one, and 27% in two others. Furthermore, the parental comments were extremely impressive. The similarity of words and perceptions set a pattern indicateive of positive change.

The project was an outstanding success. The corrections appeared to lessen or remove some blockages to the learning process so that the tasks became more understandable and easier. In consideration of this, the evaluator will consider asking for a continuation of the grant with some minor changes in the timetable and testing.

The following addendum are copies of the parents' notes or letters written to the teacher when asked for observations or changes in their child.

June 6, 1985

Lee Wasserwall,

As I analysis Kevin's progress this year I'm extremely pleased. His improvement in math has been the most impressive. I really think he has a firm handle on math concepts and there should be no more hang-ups in his math progress.

It is difficult to determine at which point progress is the greatest. It appears the last few weeks the ability to handle school work has been easier. His reading and, especially, spelling has improved greatly in the last weeks. He used to fight writing long answers to questions now, he just writes answers and never complains.

I cannot say what has increased his reading and writing skills, but they definitely seem to be easier for him to handle now. He does not have the stress that he used to have.

I feel very good about Kevin's progress at this point. I think school is going to become much easier for him and he may even reach the point of enjoying it.

The ghent program with 3-in-1 Concepts has been a good experience. He hated the program when it began. As the weeks continued, he stopped fighting the program and settled into an easy routine of doing his exercises. He used to tell me he did'nt want to do exercises, now they are done on a routine without being ~~reminded~~ remined.

Lee, again I went to thank you for your dedication and your relentless search for answers to the learning process. It has been my pleasure to know you and work with you in Kevin's educational process.

Lee Clegg

Eric seems to have improved in several areas during the artistic workshop he has been included in.

He has definitely become more assured with himself and tends to be more assured with his sense of humor. He has a developed a bantering repoire with others.

He is striving to be more helpful and to do his jobs without being reminded.

He seems to have more success with his school work.

Jaye L. Lamb

Bridget seems to be somewhat calmer the past month or so. However her moods has been darker. She gets upset easily when she is crossed. She is fighting almost constantly with someone in the family. She has put effort into helping with household chores that she volenteers to do, yet I can't find her room in order as a rule.

Maybe this emotional up & down is just typical of adolesence.

Sorry I haven't written a note sooner, however I found it difficult to pin point any changes

Regards

Linda Butterfield

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June 11, 1983

Dear Lee,

Last night I did read threw Joe's note book. One paper he wrote about really got me. It was about a subject he did not understand and never would. At the end he did learn it and understood it, and also realize he has improved.

Lee, Joe has improved so much at home, on his own he taking on his responsibles Repect for others and Patients. After our meeting it started also. But since then truely he's made a amazing improvement I didn't think it would happen this quickly.

I don't think I could ever thank you enough, for helping Joe and me. When Joe first came to Sierra Vista and you, You had stop a terrible thing that almost happen to Joe (Timbrile Hall) That would of done more harm to Joe expectly where his head was You made a big change in him for the better. You showed him he could be a better person and always told him you can do it.

My family and I are very proud of him and friends have

~~Friends~~ have seen the
different in him also.
I will promise you
I will not let him go back
in his own world again and
keep working with him to
speak up.
Things couldn't be better
for all of us.
Thank You very much
again
Doris & John Fendley

P.S. Have a good summer !!
Also thanks for loaning
Joe the money ~~Last~~ Friday
Hope to see tonight too.

Mr. Wasserwald,

Holly's emotional growth this past school year has been astonishing. When she entered seventh grade, she was not only immature for her age but also very insecure.

Her father and I first started noticing a change in her attitude after she received her first report card of the year. Her grades were extremely good which surprised her. It was at that time that she started having more confidence in herself which has continued on through the school year.

As her confidence kept building, other changes were noticed. She's become more responsible as well as agreeable. She's not as emotional as before. She's more willing to be helpful when needed. She can handle problem situations better

by thinking them through before reacting. However, one of the biggest changes that we have noticed, has occured in the last three months. She is more calm than ever. She used to be hyper and quick tempered, but not anymore. She has her off days but everyone does. Her good days out-number her bad ones.

With all the changes that have taken place, she feels good about herself and that's the important thing.

Linda Barber

Darin Bartzack

The Changes that we have seen in Darin since he has started the exercizes.

1. Less angry
2. More motivated
3. More determined to get through something
4. Less complaining
5. Needs less help with homework
6. Seems to understand better when listening to a statement

Jerry Ward

Improved Attitude In:
School
Self Confidant
Reading
Math
General school wk.

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For a seven week period the teacher and professional consultant will muscle test, prescribe, and conduct exercises for sixteen Special Class students. During an evaluation the students will contract certain specified major muscles, one at a time, while performing a given task, i.e., reading a paragraph. If the weakens while the student performs the task, the evaluator will prescribe an exercise to correct the problem. Such corrections might be the patterning of figure eights using the whole body or repititions of cross-lateral(opposite arm and leg) movements. In addition, some corrections completed in class will be given for homework for reinforcement purposes. The exercises utilize both brain hemispheres. It has been shown that these dyslexic corrections can return the brain to its intended wholeness of function.

Special Education students in a special class assignment enter the program already three to seven years behind their grade level. Generally, these students have been in Special Education for several years. Usually most display attitudes towards school ranging from boredom to disgust. In assition, most approaches to correcting learning disabilities treat the symptom not the source of the problem. "Defusing Dyslexia" attempts, through muscle testing and prescriptive exercises to correct the right-left brain distortion causing the problem.

The Session:

1. The student will contract particular arm or leg muscles, one at a time, in place while a gentle push is applied against it to see if the muscle holds.
2. One or two muscles will be chosen as indicator muscles.
3. As the muscle is tested, the student will perform a series of speaking or reading tests.
   a. Reciting the alphabet.
   b. Reading orally
   c. Reading silently
   d. Telling what he/she understands.
   e. Reciting the numbers 1-10.
4. Any changes in the muscle during activity will be noted.
5. The student will go to the chalkboard and write a sentence.
6. The student will silently look at the left side, middle, and right side of the sentence while the muscle is tested in each instance. Any change will be noted.
7. Test indicator muscle for short circuting eyes by:
   a. Looking straight ahead.
   b. Looking to the right, left, up and down without moving head.
   c. Looking at a pencil close to the eyes and at arms length.

d. Looking at a pencil moving back and forth 20 times in front of the eyes.

8. The student will turn the head ot the left then the right while testing. Note any changes to indicate auditory processing problem.
9. Check right/left brain neurological flow by testing the indicator while the student stares at an "X", then at parallel lines.
10. Student marches in place using opposite arms, the arms swinging across the middle line.
    a. Student marches in place using arm and leg same side.

Corrections:

1. For any weaknesses while reciting the alphabet or numbers the student will trace the lower case letter or number on the board, then in the air using the whole body.
2. For the sentence mid-line correction, the student will draw and pattern a figure 8 for several repititions beginning with an upward motion on the first circle. Do this with each arm, then with both arms. With both arms head will rest on the dominant shoulder and the dominant eye will be right.
3. For short-circuting eyes, the student will repeat the exercise where the weakness occured while holding the abdomen and rubbing the area near the top of the sternum.
4. Pull and extend the ears for the ear correction.
5. Discrepancies in right/left brain flow are corrected by:
    a. 6-7 repititions each of cross lateral (opposite arm-leg) movements ipsilateral (same arm and leg) then cross lateral again. Repeat.
    b. Repeat sequence with 20 repititions only with head forward and eyes focused up to the left for cross lateral, down right for ipsilateral and up again for cross lateral.

HOMEWORK:

1. Do the right/left brain cross over correction.
2. Do the figure eight exercise.